The Art of Recognition



A Comprehensive Resource Guide for Designing Recognition Strategies in the Organization "None of this is hard to understand. None of it is easy to do. Change is threatening. There is no right way. There is no learning without mistakes." —Mary Walton

Acknowledgments

The Art of Recognition guide is the culmination of numerous months of work by several State of California employees who shared a mutual interest to improve the State's recognition practices. This guide materialized as a result of their willingness to collaborate, partner, and volunteer their time to create a resource that would foster new learning and promote creative recognition practices in the workplace.

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INTRODUCTION

"Toto, I have a feeling we are not in Kansas anymore."

—Dorothy, in *The Wizard of Oz*

Recognition—What is it? What can it be?

The common dictionary definition of recognition is as follows:



- The act of recognizing or condition of being recognized.
- Attention or favorable notice.

Traditionally, we recognize good service, quality of work, etc., in an effort to reinforce desired behavior. We find, however, that recognition is not in itself a change driver. The strength of recognition lies in the fact that it is a process that reinforces and appreciates efforts.

The Art of Recognition challenges the reader to consider alternatives to heavily structured, top-down, and irregular recognition processes. Think about it...do your recognition practices really work? If we've caught your attention, keep reading! We offer enterprising ideas and imaginative activities to celebrate achievements, foster improvement and learning, and increase your organization's energy.

What this Resource Is About

This resource guide explores the area of recognition and provides a roadmap and ideas to effectively integrate recognition activities throughout your organization.

This guide is written with the primary customer in mind: State Civil Service Quality Improvement Coordinators. At the same time, we recognize this guide may be useful to managers, supervisors, and teams. We offer you, our readers, a challenge! We pose questions to you to stimulate your thinking about the ever-changing and controversial area of recognition. We also plan to provide updates to this quide as new material surfaces.

What this Resource Is Not...

This guide is not about "rewards" — monetary or otherwise. Contrary to our traditional beliefs that rewards benefit the organization and are motivating for the people who receive them, rewards may have unintended consequences. We focus instead on the broader concept of recognition throughout this guide.

What's Included Here?

This guide is divided into chapters:



- Plan-Do-Study-Act" Your Recognition Efforts
- Quotes
- External Recognition Programs
- □ The Recognition Mall
- ♣ Appendices

Let's Get Started!



New Perspectives on Recognition



"The way we see it, spending \$1 on something clever and unique is better than spending \$50 on something ordinary and forgettable."

—Richard File, Partner, Amrigon Authors such as Alfie Kohn, Frederick Herzberg, Rosabeth Moss Kantor, and Peter Block have raised awareness that our conventional thinking about reward and recognition may be flawed. In their works, we are challenged to re-think the concept that employees are motivated by rewards, especially financial rewards. Some of the controversy includes...

- X Pay isn't a motivator.
- X Rewards punish.
- Rewards rupture relationships.
- X Rewards ignore reasons.
- X Rewards reduce risk-taking.
- X Rewards undermine intrinsic motivation.

Some argue that the "carrot and stick" approach is counterproductive and that the "do this and you'll get that" thinking needs serious re-examination. Rewards, in particular monetary rewards, foster competition and can destroy teamwork.

Frederick Herzberg said..."Managers do not motivate employees by giving them higher wages, more benefits, or new status symbols. Rather, employees are motivated by their own inherent need to succeed at a challenging task. The manager's job, then, is not to motivate people to get them to achieve; instead, the manager should provide opportunities for people to achieve so they will become motivated." (1987)

Peter Block explains that "Many organizations are putting a lot of effort into giving more recognition for good ideas and good quality and service. Companies have team competitions for quality improvement. Many have awards for meeting quality criteria fashioned after the Malcolm Baldrige Award. These are fine things to do. Praise for doing things right is a welcome relief...Keep the recognition systems but don't act as if they will bring the changes we seek. Feedback and rewards have a place in how we govern, but their place is not to drive and define change." (Stewardship, 1993)



There are several publications on the market that document positive, results-based models for recognition. (See Bibliography)

"Getting Employees To Fall In Love With Your Company" cites best practices from leading companies all over the world on how to create a high-energy workplace. This book presents five key principles that "can inspire the bottom-line results-focused commitment of all employees." (Harris, 1996) They are:

- Capture the hearts & minds of all your employees.
- □ Open communication between all levels of your organization.
- Create partnerships between all employees built upon trust, equality, and sharing.
- Drive learning into every nook & cranny of your company.
- Emancipate the action of every employee.

"1001 Ways to Reward Employees" includes examples of recognition practices from numerous organizations and cites results of a survey by the Council of Communication Management - that recognition for a job well done is the top motivator of employee performance. Part One of the book focuses on manager-initiated performance-based rewards. Part Two presents specific awards organizations have used to obtain specific results in productivity, customer service, sales, and so forth. Part Three reviews the company-initiated programs most commonly used to maintain motivation throughout the organization.

"I Saw What You Did & I Know Who You Are -- Bloopers, Blunders and Success Stories or Giving and Receiving Recognition" shares 18 years of experience in discovering effective ways to give positive recognition to people in the work place. Chapters include: Giving Quality Recognition, Why Isn't This Stuff Working, When People Don't Take Your Recognition, Receiving Recognition Gracefully, and Putting It All Together.

Formal State Programs

Current State civil service recognition programs are predominantly traditional and formal. These include:

<u>Sustained Superior Accomplishment Award</u>: These awards recognize an individual for superior job performance over a 24-month period.

<u>Superior Accomplishment Awards</u>: These awards fall into two categories—silver and gold awards—and recognize an individual or team of employees whose work contributes to improving California State Government.

<u>Supervisory Performance Award Program</u>: Recognizes supervisors who have exceeded the standard of performance and have contributed to State government.

Merit Award Program: This is a formal system for monetarily rewarding employees who submit ideas that reduce or eliminate State expenditures, improve safety, or improve State operations.

<u>Pay For Performance</u>: In place for exempt, managerial, and supervisory employees, this program ties work performance with compensation.

In addition to these formal programs, many State agencies have recognized the need to develop other, less formalized ways to honor employees. Reference page 16 and Appendix C for "Cool Ways to Recognize Employees."

General Recognition Principles



"The more people you involve, the better it works!"

—The Art of Recognition Editors

Whether you're initiating or improving your recognition efforts, keep the following points in mind:

- Encourage employee involvement in the design and content of recognition programs. In this way, recognition becomes customized and personalized.
- \Box The more immediate the recognition, the greater the impact.
- Recognition is not compensation.
- Recognition should be based on outcomes and efforts.
- Employees should perceive that recognition is based on merit, not luck.
- There are no winners or losers in your recognition systems.
- Recognition programs need to be continuously improved and updated regularly.

It Goes Without Saying...Yet We're Going To Say It Anyway!



...And Reflect

Your recognition efforts must be:

- Compatible with your organization's culture.
- Aligned with your organization's goals and objectives.
- $\ \, \Box$ Integrated into the fabric of the organization.
- Continuously evaluated and improved.

Move Toward . . .

Venturing into the unknown entails both experimentation and risk. Challenging conventional reward systems is as difficult as changing deeply held beliefs. As your organization examines its reward and recognition practices, take the bull by the horns, try new things, and strive for:

- ***** Continuous Learning
- * Peer-Supported Efforts
- * Recognition from Any Direction
- * Ongoing Dialogue



"Daring as it is to investigate the unknown, even more so it is to question the known." — Kaspar

"PLAN-DO-STUDY-ACT" YOUR RECOGNITION EFFORTS

"Plan-Do-Study-Act" (P-D-S-A) is a model for continuous improvement. It can be applied in all aspects of the business, from problem solving to complex strategy planning and policy development. We have chosen this method to model its application and its use in improving recognition processes. Any practice is more effective when it is organized, systematic, and applied consistently throughout the organization. Recognition is best integrated into the vital concerns of the organization and considered in the planning efforts for all major organizational objectives.

"Plan" Your Approach



"In the absence of empirical data from the organization, plan on allocating roughly twenty percent of your project's time to planning that will span the entire life of the project."

—Lynne Nix, Knowledge Structures

How does an organization make the transition from the traditional practice of awards toward an approach that's more consistent with a quality philosophy? The answer is something like an old-fashioned courtship, that is, slowly, with care and attention. People and organizations need time to become enthusiastic about new approaches that may be different from what they have experienced and learned over time. Furthermore, we are surrounded by systems that take a traditional, "carrot and stick" approach. The schools are awash in reward-based systems. The sports industry holds itself up as an icon of motivation and is based on concepts like, "winning isn't everything, it's the only thing." There are lots of forces against changing people's ideas about recognition.

A PLAN includes:

Whether you're starting a recognition effort or re-vamping one, consider these components in the planning:

- ✓ Clearly defined goals and objectives.
- ✓ Predicting what the change would look like if fully implemented.

- The steps to carry out the change.A strategy for measuring success.
- What is/are the goal(s)?

Are you trying to:

- Develop a joyful workplace?
- Learn from success and good efforts?
- Personify organizational values and direction?
- Provide an opportunity to spotlight organizational accomplishments?
- Acknowledge creative efforts?
- Create shared language, culture, and sense of belonging?
- Show abundant and genuine appreciation for employees' good work?
- Cultivate a loyal & motivated workforce?
- 2. Once you identify the goal(s), and before you begin to develop your plan, STOP! You missed a step! Predict what will happen if you accomplish the goal(s).

This step is critical in helping you analyze whether or not what you plan to do will result in what you intend. In addition, you will begin to explore what data you'll need to conduct this analysis. Also, this will assist you later on in measuring the outcome of your efforts in the STUDY phase. The key moment of learning occurs when you compare your predictions with results.

3. Now you must plan the activities to accomplish the goal(s). If you identify more than one goal, you may need to develop more than one set of activities.

When developing a set of activities, consider the WHO? WHAT? WHY? WHEN? WHERE? and HOW?



4. Develop a strategy for measuring success.

How will you know if the steps you have taken resulted in your desired outcome (goal)?

- Develop measurement tools for solutions (outcomes).
- \Rightarrow Implement the plan and test.
- Monitor and measure implementation results/outcomes.



"PLANNING" EXAMPLE

Your Goal: Provide an opportunity to spotlight organizational accomplishments.

Your Predictions (If we accomplish this goal, what will be different?):

- ✓ Employees' knowledge of the organization's work will increase.
- ✓ External awareness of the organization's work will be heightened.
- ✓ A network of support and guidance will be created.
- ✓ Staff will experience teamwork in action and connect it with our organization's culture.
- ✓ Staff presentation skills will be broadened.

Questions To Be Addressed:

"Who"?

Who needs to be involved in making this happen?

Supervisors & Managers? Employees? Customers? Graphic Artist? Computer Person? Support Staff? Supply Room Personnel? Public Relations? Other movers and shakers?

Who will benefit from this activity? The organization as a whole? For example:

- ✓ The Training Office (can link activity to just-in-time training).
- ✓ The Communications Office (can link activity to the organization's marketing strategies).
- ✓ The Planning Team (can use this experience to develop project management and teamwork skills).

"What"?

- ✓ What are the benefits to the organization?
- ✓ What would "success" look like?
- ✓ What priority does this activity have with other workload?
- ✓ What barriers exist in making this happen?
- ✓ What forces support this? What can be done to increase support and reduce opposition?

"Why"?

✓ Why are we doing this? (Note, this question is directly linked to your predictions.)

"When"?

- ✓ When are we going to do this activity?
- ✓ When will the project start and finish?
- ✓ When will we receive the required authorizations/resources?
- ✓ When do we measure results?

"Where"?

- ✓ Where are we going to inform participants?
- ✓ Where are we going to hold this event?



"How"?

- ✓ How are we going to reach our goals?
 - Create a project charter/plan. The elements of the charter should include naming the project sponsor and project leader, defining start and estimated completion dates, and specifying the objective, scope, deliverables, issues, and constraints).
 - Get buy-in from management.
 - ➡ Implement project plan.
 - \Rightarrow Evaluate the results.
 - Improve the process. Reference Appendix A for a detailed roadmap to improve your recognition practices.
 - Communicate outcomes.

Collect information/data to determine the accuracy of your predictions.

Some examples:

- ✓ Climate survey
- ✓ External customer feedback
- ✓ Event reaction form
- ✓ Personal follow-up with customers and suppliers
- ✓ Presentation feedback forms
- ✓ Focus groups



"Society is always taken by surprise at any new example of common sense"

-Ralph Waldo Emerson

Now that you've PLANNED your recognition process and activities, it's time to put it into action! We call this the "DO" phase of the P-D-S-A Cycle.

DO means:

- ightharpoonup Implement the plan (small scale). Try a pilot.
- Document problems and unexpected outcomes.
- Begin analysis of the data.
- Allow yourselves to make mistakes.

To help the organization succeed in the art of recognition, what follows is experience from practitioners in the field.

Remember, at an organizational level:

Start small. Like any implementation phase, when you're introducing a new approach, philosophy or culture shift, start with broad education, (reading material, discussion groups, staff meeting presentations) and a focused pilot effort. Once you've given the test or pilot group a reasonable amount of time, collect some data, then adjust and move into full implementation. We will elaborate more on implementation in the next two sections (Study and Act.)

Remember, at a personal level:

It's a conversation, not a ceremony ... explore the effort. That means, when you want to express appreciation for someone's actions, ask some exploratory questions that focus on how it was achieved. For example, "How did you do this?" "What made you think of this approach (twist, nuance, innovation, solution)?" "How did you manage to do this and keep up with all your other priorities?" It's a

conversation, not a ceremony. It's personal, sincere; a connection that provides a basis for learning.

⇒ Be specific.

When you acknowledge accomplishments, be as specific as possible. This applies to both individual and group recognition. For example, "Sam, the report on ______ you completed last week was excellent. The graphic displays made the complex data analyses clear even to an outsider, and the way you described the contrast between the two alternatives made the choice obvious." That's much more meaningful than, "That was a great report you submitted last week." Try to focus on what specifically about the performance, success, etc., makes it excellent.

\triangleleft Recognize with the recipient(s) in mind.

We're taught to believe that recognition should be in public, and criticism should be in private. Criticism should always be in private. However, recognition needs to be tailored to the preference of the individual or group—public or private. Ask the recipient(s).

□ Effective timing.

Be conscientious about recognizing good work immediately. As soon as possible will also do. Late recognition is as stale as yesterday's toast. It leaves the impression, however wrongly, that the boss doesn't care, this accomplishment isn't important, everything else has higher priority.

Missing the Target!

While you are designing and improving your strategies for recognizing, valuing and appreciating employees, beware of the following actions that may derail your mission.

Avoid violating labor relations contracts.

That is, take care not to blur the line between recognition and terms and conditions of employment. Avoid rewards that could be construed as compensation. Commemorative items like a logo coffee mug or a T-shirt are okay; money or





free privileges, such as free parking, are not. The exceptions are the state-sanctioned award programs.

Don't exaggerate.

Exercise judgement in how much hoopla you accord a given achievement. Exaggeration is in the eye of the beholder. Try your best to match the degree of recognition with the effort.

Refrain from delivering recognition with one hand and removing it with the other.

In contrast to exaggeration, avoid the pitfall of conditioning the recognition so carefully that it sounds like a well-trained primate could have done as well. When it sounds like the following statement, you have gone too far. "You did a great job on the ______. I know it's not your best work, yet considering that you had no lead time, no help, other competing priorities and the flu, you did a good job."

Don't mix the message.

When you find yourself saying, "You did a great job, but ..." remember that what follows the "but" is likely to be all the receiver will hear. If your intent is to recognize, leave the "but" out. If you can't, maybe you need to deal with the constructive criticism separately and right away.

Be careful not to presume a person's likes and dislikes. Recognition is best when it's informal and tailored to the individual's preferences and interests. A favorite candy bar or treat can be a simple and easy token of appreciation. But if the recipient has just gone on a serious diet, it could leave the impression that the giver is insensitive or simply not paying attention. Another twist on the same theme is projecting what you like on someone you want to acknowledge. You may love sports events and think a 49ers ball cap is a hot item. To your colleague who hates sports and loves the theater, a ball cap would miss the mark by a mile.

Avoid champions and heroes.

Be sensitive to the all-too-human and frequent tendency to praise the person who always puts out the fire, whom everyone looks to as the "fixer." It's surprisingly easy to fall into the trap of creating a culture where firefighting gets rewarded most often.

Be prepared for the long haul...organizations don't change overnight.

Organizations don't enthusiastically embrace change. Evolution is more certain and enduring than revolution. Expect and celebrate small, incremental changes. Keep the educational effort going and keep moving forward.

Cool Ways To Recognize Employees



Here are some examples of ways to increase learning within the organization, recognize achievements, communicate successes, articulate values, and increase energy!

- Use your tools...For example, a ChartPrinter is a piece of equipment familiar to trainers and people who present before large groups. The Chart Printer enlarges text, graphics and even photographs to poster size. Imagine walking into your office and seeing a large poster which says "We did it, and it couldn't have happened without your help!"
- If you celebrate with food, think about its presentation!
 You'll be surprised what can happen. (Personalized cakes and cookies and hors d'oeuvres arranged in the message "thank you" demonstrates thoughtfulness and attention to detail.)



- Switch roles! Have managers and supervisors volunteer their time to perform support staff functions. For example, clerical staff drew names of managers and supervisors who volunteered 30-60 minutes of their time handling their staff's responsibilities. This exchange emphasized that everyone's job is valuable and provided great opportunities for all staff to forge connections.
- Get creative! Combine fun, learning and celebration all in one event. For example, the managers of an organization wanted to celebrate a significant accomplishment. With an element of surprise, they proclaimed that the morning would be devoted to celebration and challenged the staff to find the celebration site. Following special messages and E-mail clues planted by the managers, staff found the location where they were treated to breakfast. While the event lasted only a couple of hours, it continues to be remembered.
- Find the talent in your office (singers, musicians, etc.).

 Select some music and create your own lyrics that have meaning to the person or event you are celebrating.
- Break traditions. Don't be constrained by arbitrary dates. For example, an employee who had worked for one agency for 24 years was transferring to another agency location. His co-workers decided to celebrate his 25-year service milestone one year early to be a part of the celebration.
- Good News" Introductions: Start each meeting by having people tell who they are and state what wonderful thing they've recently accomplished or attempted.
- Share Days: Set aside one day for teams to share their success stories. Provide time and materials to create story boards or displays that show the life cycle of each project. Goals, processes, setbacks, successes and celebrations should be included in the display.

- Did You Know" Stories in Employee Newsletters: Highlight "good news" stories in regular editions of the organization's newsletter.
- Create Artifacts: Hand-made mementos, pictures, and team slogans remind us of successes long after the project has ended.
- Create Ceremonies: Film makers and theater casts complete their work with "wrap" parties and then "strike the set". This can be a good model for ending a project and putting away the work.
- Find New Language: Name your projects and people's roles in them.
- Product/Project Launch: Celebrate the beginning of a project.
- Customer Recognition: Post copies of "raving fans" (fan mail, thank you's and commendations) from your customers, internal & external.
- Use the full range of items—plaques, certificates, commendations, food, etc.—for recognition. Remember customization is the key.
- Thank You's: Simple, direct, meaningful thank you's are still potent ways of honoring achievement. Use them liberally.

Reference Appendix C for examples of state service recognition activities.

Study What Happened



"Many organizations put together elaborate reward systems to motivate employees only to discover that employees don't value the rewards..."

—Rx For Business: A Troubleshooting Guide for Building a High Performance Organization

We've reached the "STUDY" point of our "Plan-Do-Study-Act" cycle. Now is the time when you evaluate your recognition efforts to see if they resulted in what you intended. This is the scariest part because it is at this point where we are most accountable. The evaluation needs to encompass both the organization's recognition effort as a whole, as well as evaluating the effectiveness of recognizing individual efforts. ("How effectively do I recognize employee accomplishments?")

STUDY involves:

- \triangleleft Completing the analysis of the data.
- ightharpoonup Comparing the data to predictions.
- Summarizing what was learned.
- Analyzing the effort and identifying ways to improve the process.
- dentifying resources, training, or knowledge needed to do a better job.
- Assessing the support you'll require from management to fulfill these needs.



And Remember...

Think back...

Didn't you develop several measures in the "planning" phase and implementation plan to assess the impact of your solution or solutions? Analyze those measurements and correlate that data with any organizational assessments, employee surveys, etc. you've done.

Organizational climate surveys, or employee opinion surveys can specifically address the effectiveness of recognition processes. Ask questions to find out how employees view the organization's recognition efforts. You have the option of informally asking staff or developing a formal survey. Some Tips: Here's a checklist to help evaluate results. Some employees keep a lower profile than others. Make sure that everyone—behind-the-scenes helpers, executives, and janitors—get recognition for their outstanding contributions. Do we recognize teams of people? Significant goals are not often accomplished by people working in isolation. Make sure you recognize teams of people for their group accomplishments. Do we recognize creativity and risk? Encourage trying out new ideas? "Why go out on a limb? Because that's where the ripe fruit is." Healthy organizations support people who have doubts and people who have crazy ideas. Do we recognize employees' expertise by routinely involving them in planning and decisionmaking? Recognition becomes patronizing when we prevent people from fully participating in their own careers. Honor employees by placing value on their expertise and input throughout the process. Do we routinely solicit and honor divergent points of view? Respect for the quality of work and the expertise of others leads us to seek all viewpoints and opinions. lacktriangle Does every person in the organization know when they are doing a good job? Recognition strategies are truly effective when they are internalized by each and every person. Have our recognition efforts caught on with others in the organization? When our program is really successful everyone will be doing it. How is the recognition strategy communicated? In procedure? In policy? In your strategic plan? When we

		believe in recognition, it will be documented along with all our other priorities. Evaluate your strategies to ensure they include a recognition component.
		How do significant projects or project teams honor accomplishments? Structure organizational projects so that some form of recognition is included in each project.
E	Eval	uating Individual Recognition Efforts:
		Was I specific? Did I tell the other person exactly what behavior they did that was good? ("Your report had an excellent analysis of the potential problems with our new project.") Did I communicate the impact of their action? ("That means we can plan the project more thoroughly and won't be surprised if any of those issues come up.")
		Was I timely? Did I make an effort to recognize the person the same day I heard about their accomplishment? Was I so late that the person had difficulty remembering what they had done?
		Did I use the right approach for the job? Some behaviors deserve personal, verbal recognition. Some deserve handwritten notes. Some deserve formal, typed recognition, sometimes with a copy to the person's boss or personnel file
		Did I sincerely express my feelings? Did I remember to say "thank you"? Did I tell the person how their actions affected me? ("It's easy for me to trust your judgement when you do such a thorough job.")
		Was the other person comfortable? Pay attention to the other person. When people are comfortable they smile easily, make eye contact or nod, and their bodies are relaxed and
		open. When they're not comfortable they'll fidget or be stiff, move away from you, or hurriedly end the conversation.



Look for opportunities to recognize outstanding performance. A common complaint among employees is that they are not recognized for what they do well. ("But just slip up - and then you'll hear!")

Set a goal for yourself to have those who work with you say, "One thing is certain, if you do a good job around here, it doesn't go unnoticed."

One last point: don't forget to take care of yourself. Ask yourself the following:

- Do I smile and say "thank you" when someone tells me I've done well? Do I make it easy for other people to recognize my achievements?
- Do I routinely tell myself I've done a good job? Does my daily planner reflect both the things I've done well and the things I've learned? Do I share my learning with others?



"Act" on What You Found Out!



"Delay is the deadliest form of denial"

— C. Northcote Parkinson

We're at the "ACT" stage in the Plan-Do-Study-Act cycle. You've planned your efforts, executed activities, and studied the results of your actions. Now what?

ACT means:

- ✓ If your recognition steps/activities met, or even exceeded, your expectations, formalize them into the framework of the organization. You'll want to make certain they are repeated.
- ✓ If your recognition steps/activities fell short of your expectations, analyze the reasons 'why' and choose other options. If you haven't already guessed, you're back to the PLAN stage of the Plan-Do-Study-Act cycle.

In either situation, here's where the concepts of continuous improvement take hold. You'll always need to continually evaluate and improve your recognition efforts.

"Vision without action is merely a dream.

Action without vision just passes the time.

Vision with action can change the world."

—Joel Barker



Rich Reading

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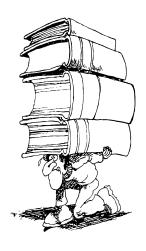
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Quotes

"Discovery consists of seeing what everybody has seen and thinking what nobody has thought." —Albert von Szent-Gyorgy

We have searched our records for meaningful quotations and here is what we have found. Enjoy them, use them, and share them generously!

- 1. "Genuine recognition of performance is something people really appreciate. People really don't work for money. They go to work for it, but once the salary has been established, their concern is appreciation. Recognize their contribution publicly and noisily, but don't demean them by applying a price tag to everything." (Phillip B. Crosby, Quality if Free)
- 2. "For the long run, the motivation for quality should be built into the overall fabric of employee—relations." (J.M. Juran, *Juran's Quality Control Handbook*)
- 3. "There is no limit to what you can accomplish if you don't care who gets the credit." (Leslie G. McGraw, Jr., *Paulson on Change*)
- 4. "Give the worker a chance to work with pride." (W. Edwards Deming, Out of the Crisis)
- 5. "Society is always taken by surprise at any new example of common sense." (Ralph Waldo Emerson)
- 6. "The highest achievable level of service comes from the heart, so the company that reaches its people's heart will provide the very best service." (Hal Rosenbluth, CEO, Rosenbluth Travel)
- 7. "American workers have lost the sense of security and identification with the company that gave meaning to their work lives. Now, they are searching for a connection—a commitment to something larger to replace that lost dependence on the corporation." (Training Magazine, June 1993)
- 8. "Ultimately, we're talking about redefining the relationship between boss and subordinate." (Jack Welch, CEO, General Electric)
- 9. "The idea of liberation of our workforce is not enlightenment—it's a competitive necessity." (Jack Welch, CEO, General Electric)
- 10. "The way we see it, spending \$1 on something clever and unique is better than spending \$50 on something ordinary and forgettable." (Richard File, Partner, Amrigon)

- 11. "People want to feel what they do makes a difference." (Frances Hesselbein, President, The Drucker Foundation)
- 12. "Continuous, supportive communication from managers, supervisors and associates is too often underemphasized. It is a major, major motivator." (Jim Moultrup, Consultant, Management Perspectives Group)
- 13. "Recognition is so easy to do and so inexpensive to distribute that there is simply no excuse for not doing it." (Rosabeth Moss Kanter, Author and Management Consultant)
- 14. "When management shows through actions rather than words that you're a valuable employee, that your input is valued no matter what level you work at, it's very motivating." (Aaron Melick, Circulation and Marketing Administrator, Playboy Enterprises)
- 15. "The most important factor is individual recognition—more important than salaries, bonuses or promotions. Most people, whether they're engineers, business managers or machine operators, want to be creative. They want to identify with the success of their profession and their organization. They want to contribute to giving society more comfort, better health, more excitement. And their greatest reward is receiving acknowledgment that they did contribute to making something meaningful happen." (Paul M. Cook, Founder and CEO, Raychem Corporation)
- 16. "Good thoughts not delivered mean squat." (Kenneth Blanchard, Author and Management Consultant)
- 17. "The leader needs to be in touch with the employees and to communicate with them on a daily basis." (Donald Petersen, President and CEO, Ford Motor Company)
- 18. "No matter what business you're in, everyone in the organization needs to know why." (Frances Hesselbein, President, The Drucker Foundation)
- 19. "The only way to make a man trustworthy is to trust him." (Henry L. Stimson)
- 20. "If everyone is moving forward together, then success takes care of itself." (Author not known)
- 21. "It is no use walking anywhere to preach unless our walking is our preaching." (St. Francis of Assisi)
- 22. "Teamwork is the fuel that allows common people to attain uncommon results." (Author Unknown)
- 23. "Until we believe the expert in any job is the person performing it, we shall forever limit the potential of that person." (Rene McPherson, Dana Corporation)

- 24. "Fame is like seawater for the thirsty." (George B. Leonard)
- 25. "If you only expect the best, you very often get it." (W. Somerset Maugham)
- 26. "Man often becomes what he believes himself to be... If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning." (Gandhi)
- 27. "I hear and I forget; I see and I remember; I do and I understand." (Confucius)
- 28. "What the caterpillar calls the end of the world, the master calls a butterfly." (Chinese Proverb)
- 29. "Daring as it is to investigate the unknown, even more so it is to question the known." (Kaspar)
- 30. "To try and to fail is at least to learn. But to fail to try is to suffer the inestimable loss of what might have been." (Charles Bernard)
- 31. "Who you are speaks so loudly, I can't hear what you're saying." (Ralph Waldo Emerson)
- 32. "Whether you think you can or think you can't, you're right." (Henry Ford)
- 33. "This life is a test. It is only a test. Had it been an actual life, you would have received further instructions on where to go and what to do!" (Found on a bulletin board)
- 34. "It is better not to make merit a matter of reward lest people conspire and contend." (Lao-tzu)
- 35. "Who would have thought that play could be turned into work by rewarding people for doing what they like to do?" (Rosemarie Anderson et al., 1976)
- 36. "[The fault does not lie] with the use of poor techniques in administering incentive systems...

 [Rather,] there is something wrong with the theory of worker motivation upon which the policies and procedures are based." (William Foote Whyte, 1955 from the book *Punished by Rewards*.)
- 37. "[Unlike] a hundred years ago...the approved view today is that an intrinsic interest in the activity regardless of ulterior consequences is an enormously superior means of learning." (Edward L. Thorndike, 1935 from the book *Punished by Rewards*.)
- 38. "A high wage will not elicit effective work from those who feel themselves outcasts and slaves, nor a low wage preclude it from those who feel themselves an integral part of a community of free men. Thus the improvement of this element of the supply of labour is an infinitely more complex and arduous task than if it depended upon wage alone." (D. H. Robertson, 1921 from the book *Punished by Rewards*.)

AND MORE QUOTES!

"On Matters of Most Grave Concern?" is the name of the webpage that provides hundreds of quotes cataloged by subject matter. You will find yourself drawn to a world of words that inspire and teach.

You can access this website at the following address:

http://www.greatbasin.net/~doconnor/index.html



EXTERNAL RECOGNITION PROGRAMS

Several external recognition programs specifically honor public-sector achievements. Many of the programs listed below recognize organizational performance—as well as offering organizations a measurement guide for continuing assessment. These programs can also foster the sharing of learning between organizations. Although some programs are competitively based, they may be utilized for continuous improvement purposes.

TITLE	SPONSOR	DUE DATE	DETAILS	PHONE/FAX AND INTERNET
Innovations in American Government	Ford Foundation & John F. Kennedy School of Government at Harvard University	January	Identifies & recognizes outstanding examples of creative problem-solving in the public sector in state, local, and federal government. The Ford Foundation makes monetary grants to the successful competitors. To be eligible, programs must involve a fresh approach to a problem of significant concern to a portion of the U.S. public.	Ph: (617) 495-0558 Fax: Not Available Internet: http://www.keg.harvard.edu~ innovat/
Malcolm Baldrige National Quality Award	Department of CommerceNational Institute of Standards and Technology (NIST)	March	Awards are made annually to recognize companies in the United States for performance excellence. Awards may be given in each of three eligibility categories: manufacturing companies, service companies, and small business.	Ph: (301) 975-2036 Fax: (301) 948-3716 Internet: http://www.nist.gov/director/ quality_program/

TITLE	SPONSOR	DUE DATE	DETAILS	PHONE/FAX AND INTERNET
Innovations Awards	The Council of State Governments (CSG)	Мау	Annual award on innovative programs and policies which have been successfully implemented by individual states and have the potential to be adapted for use in other states; recognizes two innovative program from each geographical region.	Ph: (606) 231-1939 Fax: (606) 231-1858 Internet: http://www.csg.org/regions/ midwest/innovations_commit tee.html
Governor's Environmental & Economic Leadership Awards	Governor's Office/State of California	June	Awards are presented to a minimum of two organizations, individuals or programs in each of four categories: Environment Economic Partnerships, Environmental Management, Innovation, & Environmental Restoration & Rehabilitation.	Ph: (916) 653-5656 or (916) 445-3846 Fax: Not Available Internet: http://www.calepa. ca.gov
The California Governor's Golden State Quality Awards Program	California Center for Quality, Education and Development (CalQED)	June	This program recognizes outstanding business practices in the private, government, and not-forprofit sectors. Awards are presented in five categories: Award for Overall Excellence, Quality in Management Award, Quality in the Marketplace Award, Quality in the Workplace Award and Quality in the Community Award.	Ph: (510) 210-9766 Fax: Not Available Internet: http://www.quality.org// q-awards/CA/homepage.html

TITLE	SPONSOR	DUE DATE	DETAILS	PHONE/FAX AND INTERNET
The Eureka Award for Quality & Service Excellence	The California Council for Quality & Service (CCQS)	July	This award recognizes outstanding service companies, professional firms, government agencies, educational institutions, health care, and non-profit organizations in the State of California that achieve quality and service excellence.	Ph: (619) 656-4200 Fax: (619) 656-2389 Internet: http://www.swmall.com/ccqs/
Contribution to Excellence in the Public Service & Anita Curtis Outstanding Practitioner Award	National Association of Government Training & Development Directors (NAGTADD)	July	The award for Contribution to Excellence in the Public Service recognizes a state, county or local government's contribution to training & development. The Anita Curtis Award recognizes exceptional leadership by a NAGTADD member in public sector training & development.	Ph: (606) 231-1904 Fax: (606) 231-1928 Internet: Not Available
The Deming Prize	International Cooperation Group Union of Japanese Scientists and Engineers (JUSE) 5-10-11 Sendagaya, Shibuya-ku Tokyo 151 JAPAN	November	The Annual Deming Prize(s) was established in 1950 and is wholly administered by the Union of Japanese Scientists and Engineers (JUSE). The annual Deming Prize(s) was instituted for contributions to quality and dependability of product.	International Ph: 81-3-5379-1227 Fax: 81-3-3225-1813 Internet: http://www.deming.org/TO/ demingprizeTO.html



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